

EXECUTIVE SUMMARY

The Family and Community Engagement Office (FCEO) in the Dallas Independent School District (ISD) develops and implements programs and strategies to engage parents and the community in collaborative partnerships. The FCEO consists of two groups: a Program Support Team (PST) and a Campus Support Team (CST). In 2023-24, the Family Engagement program continued several components including Family Engagement Leadership Team (FELT), Site-Based Decision Making (SBDM), Fam Jams, Family Resources On-The-Go (FROG Bus), Parent Portal, Uniform Assistance Program, Elevated Engagement Podcast, Academic Partnering Workshops, Home2Home Visits Program for Secondary campuses (H2H), District Parent Advisory Council (DPAC), and parent feedback surveying.

In 2023-24, the FCEO received \$1,186,425 in Title I funds to support the Family Engagement program,¹ which was the same as 2022-23. The FCEO also received \$121,232 in Elementary and Secondary School Emergency Relief (ESSER) funds to support the family academic activities and \$51,024 to support expansion of the Home2Home visits.²

PURPOSE AND METHODOLOGY

This evaluation summarizes context, process, and outcome data for the Family and Community Engagement program in 2023-24. The evaluator analyzed outcomes related to program goals outlined in the (a) 2023-24 Family Engagement Title I, Part A Project Worksopce and (b) 2023-24 ESSER activity goals, which included Family Academic Activities (Academic Partnering) and Expand Home2Home Parent Engagement (Home2Home Visits). The evaluator used program implementation data, assessment data, and surveys to evaluate the program.

EVALUATION QUESTIONS/OUTCOMES

How was the Family and Community Engagement program implemented in 2023-24?³

¹ The funding amount was provided by Special Revenue Funds Management on 07/18/24.

² The Dallas ISD received federal stimulus money from ESSER funds to mitigate learning loss and to address other urgent issues caused by the COVID-19 pandemic. The funding amounts were pulled from ESSER Activity documentation on 07/18/24.

³ Several Family and Community Engagement activities provided in 2022-23 continued with some changes in 2023-24. More detailed descriptions are available in Garcia-Rincón (2023). Available at: <https://www.dallasisd.org/Page/62222>

Campus Support Team

- Six CST coaches provided campus-level resources, presentations, and monthly professional development (PD) sessions⁴ to campus community liaisons, parent instructors, and other campus staff members called points of contact (POCs).
- CST coaches continue to use the Whole School Model theoretical framework to guide family engagement activities and initiatives.
- CSTs also supported the implementation of the FCE Essentials at district campuses ($N = 196$).⁵ For example, CSTs required POCs to submit documentation about how they created a welcoming culture and environment at their campus in 2023-24 based on five engagement essentials,⁶ which included 13 indicators (Table 1).
 - CSTs set a goal for 60 percent of POCs to upload a copy of their welcome/introduction letter by October 1, 2023. This goal was met, with 61 percent of POCs ($n=137$) completing the task.
 - CSTs set a goal that 70 percent of campuses would upload all supporting documentation to Google Drive by the end of June 2024, demonstrating completion for each indicator.⁷ However, only 33 percent of campuses met this goal. Ten indicators exceeded the goal of 70 percent, whereas indicators 1.3, 3.4, and 4.2 showed the most need for improvement (48%, 67%, and 56% respectively).
- The FCEO set a goal that 80 percent of principals would rate the level of support provided by the CST coach as satisfactory on an end-of-year (EOY) survey. One hundred percent of principals who responded to the survey ($N = 26$) agreed or strongly agreed, meeting the goal.

⁴ PD topics included Mindset, Effective Communication, Team Building, Equitable Family Engagement, Circle of Trust, Networking, and Data Analysis.

⁵ The FCE Essentials is a guiding tool for schools. The document communicates district expectations and encourages best practices for campus family engagement efforts.

⁶ The five essentials included the following: (a) welcoming all stakeholders, (b) communicating effectively, (c) supporting the success of students, (d) sharing responsibility and decision-making, and (e) partnering with the community.

⁷ Campuses could be rated as "completed", "started", or "not started" for each indicator.

- POCs satisfaction survey results ($N = 55$) indicated that (a) all respondents agreed or strongly agreed that the PD provided by the CST coaches assisted them in their job and (b) 98 percent agreed or strongly agreed that the level of support provided was satisfactory, both of which met the goal of 80 percent.
- The FCEO set a goal for 60 percent of parents to acknowledge knowing their family engagement contact person on the 2023-24 FCE Parent Survey. However, out of 16,671 respondents, only 55 percent confirmed this, falling short of the goal.

Table 1: 2023-24 Percentage of Completed Work for Each FCE Essentials Indicator

Indicator	%
1.1 Campus initiatives	88
1.2 Having access to school administration and staff	87
1.3 Providing opportunities for engagement	48
2.1 Using multiple communication paths	97
2.2 Surveying families, students, and community members for continuous improvement	90
3.1 Using assessment results to increase student achievement	93
3.2 Established parent organization	76
3.3 Roles parent workshop	74
3.4 Teacher-led events	67
4.1 Helping families understand the rights and responsibilities	80
4.2 Ensuring that all stakeholders have a voice in decisions that affect children	56
4.3 Developing parent leadership	86
5.1 Partnering with community groups to strengthen families and support student success	88

Source: FCEO staff members, 07/09/24.

Note: Percentage represents the rate of campus that submitted documentation showing that work was completed for each indicator.

Bold represents an indicator that met the department goal of 70 percent.

Program Support Team Coordinators

- In 2023-24, five PST coordinators continued to support Family Engagement programs.
 - Four coordinators planned and implemented a broad range of family engagement activities at the district and region levels.⁸
 - The fifth coordinator supported marketing efforts and the parent information podcasts and newsletters. A total of nine Spanish and nine English podcasts were presented in 2023-24.⁹ The

⁸ Activities include Parent Teacher Associations, Parent Teacher Organizations, Parent Organizations, Site-Based Decision Making (SBDM), and the Family Engagement Leadership Team (FELT) (Coordinator 1); FamJam events, FROG Bus visits, and the Uniform Assistance Program (Coordinator 2); Academic Partnering Program, Webinars, and the Family Forum (Coordinator 3); Home2Home Visits Program for Secondary Campuses, departmental surveys, data management, facilitation of the District Parent Advisory Council, and organization of other events (Coordinator 4).

⁹ Podcast data provided by FCEO staff members on 05/29/24. The podcasts covered diverse topics, such as family and community

workscape goal that FCE would publish at least two podcasts per semester (Fall and Spring) and achieve at least 50 views on each podcast was met.

- In 2023-24, PST coordinators did not meet the goal that at least three schools in each Region would have a visit by the FROG bus¹⁰. At least three schools in Regions I, II, III, and IV had a visit by the FROG bus by June 2024. Due to inclement weather, Region V was only able to receive one bus visit. In total, FROG bus served 748 parents.
- In 2023-24, 82 percent of 226 campuses in the Dallas ISD had an SBDM committee, which met the goal of 80 percent.
- In 2023-24, 55 percent of district-wide vertical teams were represented on the DPAC, meeting the goal of 50 percent by the end of May 2024.
- For the fourth year, PST coordinators hosted the FCE Virtual Family Forum.¹¹ The forum prepared parents for the upcoming school year, reviewed expectations for students returning to school, and received 4.7k views.

Fam Jams

- Fam Jams provided families with free academic activities, immunizations, food and drinks, prizes, entertainment, and resource booths.¹² Spanish interpreters were also provided at each event.
- The FCEO set a workscope goal that at least 100 families would attend each Fam Jam by May 2024. This attendance goal was successfully met.
 - Fam Jam attendance data indicated the following number of families registered and attended the sessions: 284 families at Thomas Jefferson High School; 258 families at Molina High School; 282 families at Young Women's STEAM Academy at Balch Springs Middle School; and 311 families at Carter High School.¹³
- Surveys were administered to parents at the end of each Fam Jam to collect feedback. A total of 395 parents completed the Fam Jam surveys in 2023-24.
 - Ninety-seven percent of participants reported that the Fam Jam sessions were beneficial in supporting

engagement, the Homeless Education Program, Texas education updates, Q&A, quick announcements, partnership and volunteer engagement, reading resources and tutoring, and academic partnering initiatives. The number of hits for these podcasts ranged between 75 (*Quick Announcements!* (Spanish)) and 1,317 (*Academic Partnering* (English)).

¹⁰ The FROG bus is a drive-through outreach effort to bring a variety of district resources and services to the community.

¹¹ The forum schedule was for one day (1.25-hour session) in 2023-24.

¹² Fam Jams were held in person between September 2023 and February 2024.

¹³ Data provided on 05/28/24.

the academic success of their children, surpassing the workscope goal of 80 percent.

FELT

CST trainers promoted the addition of a Family Engagement Leadership Team (FELT) to lead family engagement efforts at each campus.

- A total of 161 out of 226 district campuses used a FELT in 2023-24, up from 127 campuses in 2022-23. Since the workscope goal was for 70 percent of districtwide campuses to have a FELT by the end of June 2024, the goal was met.
- Each FELT included the principal, one core teacher, one administrator, one Special Education (SPED) or Specials teacher, one or two parents, and a Community Liaison or Parent instructor or Family Engagement Point of Contact.
- FELT member feedback data were not collected in 2023-24 by the FCEO.

Summit E3

- The FCEO hosted Summit E3 in August 2023¹⁴ with a total of 206 POCs attending.
- Summit feedback survey data ($N = 64$) indicated that 94 percent were satisfied or very satisfied with the summit, and 96 percent rated the relevance and quality of the session as very good or excellent.

Academic Partnering

- Academic Partnering supported in-person and virtual training sessions. Sessions focused on learning activities and strategies for parents to implement at home with an emphasis on reading and mathematics. Sessions were provided to parents with students in grades prekindergarten through 12 and targeted campuses that had not had one the year prior.
- The original program goal was for 2,000 families identified from High Priority Campuses to participate in academic webinars by May 2024.
 - Eight academic webinars were posted on Facebook during the 2023-24 school year that focused on PK-12 reading and math skills. The webinars were offered in English and Spanish.
 - While program staff members were not able to track webinar participants by campus on Facebook, the webinars were viewed 8,267 times in 2023-24.

¹⁴ The summit provided PD sessions to community liaisons, parent instructors, counselors, and other POCs about a variety of topics, including family engagement strategies.

- FCEO staff members also administered parent feedback surveys ($N = 241$ responses) after in-person academic sessions at 20 campuses.
 - Ninety-eight percent of parent respondents indicated that they were satisfied with the event, and 91 percent reported that they would recommend a similar session to another parent.
 - The ESSER goal was for 85 percent of parents to rate the academic session as beneficial for supporting their students' learning at home. However, this goal could not be evaluated because the survey item was not included in the survey.

Home2Home Visit Expansion

- Although Home2Home visits continued across all campuses in 2023-24, with FCE program staff prioritizing families from secondary campuses, the activity was discontinued early in the spring semester due to low teacher participation.¹⁵
 - Home2Home visits for elementary campuses were not included in this evaluation because those visits were conducted by the Early Learning department.
- In 2023-24, 147 secondary families received a visit, marking progress towards the target of 300 visits set for 2025 (Table 2). Additionally, a total of one secondary teacher completed at least 10 visits, well below the target.
- In 2023-24, 18 secondary campuses participated in the Home2Home Visit program, which met the program goal of 40 secondary campuses by May 2025.

Table 2: Performance Goals by 2025 & Results for Home2Home Visits Expansion Activity

Goals	School Year	N
300 families will receive a Home2Home visit by May 2025.	2021-22	94
	2022-23	113
	2023-24	147
At least 80 secondary teachers will complete at least 1 visit by May 2025.	2021-22	3
	2022-23	2
	2023-24	1
40 secondary campuses will participate in Home2Home Visit Program by 2025.	2021-22	6
	2022-23	22
	2023-24	18
Each Region 1-5 will have at least 10 teachers participating in the program by May 2025.	2021-22	6
	2022-23	26
	2023-24	16

Source: FCEO staff members, 5/29/24.

- FCE program staff members also set a goal that each Region would have at least 10 teachers participating in

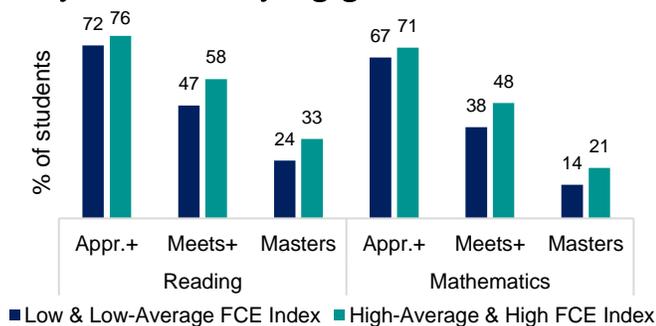
¹⁵ Program director feedback indicated that the ESSER funding's paperwork requirements were a major barrier for busy teachers. Of the \$51,024.00 budget, \$8,111.58 was spent before the activity was discontinued and the remainder returned.

the program by May 2025. This goal was not met in 2023-24, with only 16 teachers participating in total.

How does Family and Community Engagement affect student outcomes?

- Most engaged families, as indicated by a higher Family and Community Engagement Index,¹⁶ have students in 1st grade (9%), 2nd grade (13%), 7th grade (9%), and 8th grade (11%). This suggests that the highest engagement is recorded during transitional years, such as starting elementary or going through middle school.
- Families with higher FCE Index scores are predominantly Hispanic (83%) or African American (13%), and their students are often classified as economically disadvantaged (88%), emergent bilinguals (59%), and not receiving special education services (91%).

Figure 1: EOY 2023-24 STAAR 3-8 Student Performance Levels in Reading and Mathematics by Family and Community Engagement Index



Source: District EOY STAAR 3-8 data file dated 07/08/24.

Note: Appr.+ = Approaches+.

- Most engaged families show higher percentages of students passing grade-level standards in STAAR 3-8 Reading and Mathematics compared to families with lower involvement (Figure 1). This is particularly notable at the Meets+ level, with a difference of at least 10 percentage points in both assessments.

- Increasing the FCE Index by one unit raises the likelihood of a student reaching the Approaches+ level in STAAR Reading by 8.4 percent and the Meets+ level in STAAR Mathematics by 9.6 percent.
- Conversely, when families feel their school does not encourage parent involvement, each unit increase in this perception of barriers reduces the likelihood of reaching the Approaches+ level in STAAR Reading by 22.7 percent and the Meets+ level in STAAR Mathematics by 29.8 percent.

RECOMMENDATIONS

Continue addressing unmet program goals. While the FCEO met most of the goals set in 2023-24, some goals related to Essentials, family engagement contacts, and Academic Partnering were not achieved. The department should seek to improve documentation compliance, create engagement opportunities, support teacher-led events, involve all stakeholders in decision-making, enhance parent communication with contact points, and collect survey data for evaluating the ESSER goal.

Continue efforts to implement activities and strategies that engage families and mitigate school participation barriers. While encouraging engagement and addressing school barriers are both necessary, our findings suggest that reducing engagement barriers may be more impactful than promoting engagement activities in influencing students' assessment scores. Participation proves especially critical for families with students in transitional years and specific sociodemographic groups, underscoring the program's ability to meet targeted needs.

Consider integrating a theoretically grounded, reliable, and validated instrument for measuring family engagement into the DISD Parent Climate Survey, such as, for example, the Parent and School Survey (PASS). Rooted in Epstein's conceptual framework and validated through successful psychometric testing, PASS would enhance result robustness and facilitate comparability with other districts utilizing the same tool.

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¹⁶ The evaluator designed an FCE Index using data from the DISD Parent Climate Survey to measure family involvement in school activities. This index gives higher engagement scores to parents who perceive significant school barriers but still participate in school activities or program activities

at the same rate as others. This approach acknowledges and compensates for additional school barriers, providing a more equitable measure of family involvement. The FCE Index ranged from 0 to 26, where a higher score indicates higher family engagement.